

**THE USE OF PROJECT BASED LEARNING IN LEARNING
REPORT TEXT**

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



Elsa

112013027

**ENGLISH LANGUAGE TEACHING PROGRAM
FACULTY OF LANGUAGE AND ARTS
SATYA WACANA CHRISTIAN UNIVERSITY**

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LEMBAR PERSETUJUAN

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THE USE OF PROJECT-BASED LEARNING IN LEARNING REPORT TEXT

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ABSTRACT

Report text is one of English text which is learned in Junior High School. This study focuses on applying the Project Based Learning method in learning report text. Project based learning has many advantages for the students in learning English. This study attempts to discover the students' perception of project-based learning in learning report text. The subject in this study were 30 ninth-grade students at SMP N 1 Getasan. Close-ended questionnaire and structured interview utilized in this study. Moreover, six of them chose to be the participants in the interview. 15 questionnaire items were used to explore the students' perception of poster project in learning report text. The questionnaire divided into two criteria of questionnaire questions which are a positive question and negative question. Further, the finding of the interview supported the finding of this research. The study finds that the students reveal that the students have a positive perception toward the use of poster project in learning report text since it serves some advantages for the students. Moreover, applying poster project in learning report text is effective for students especially in grade ninth at SMP N 1 Getasan.

Keywords: Project Based Learning, Report Text, SMP N 1 Getasan.

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I. INTRODUCTION

My experiences in doing teaching practicum were in SMP Negeri 1 Banyubiru. During this teaching practicum, I found different kind of teacher method in teaching English for students. Dominantly, some of them still applied passed teaching method which foccused on teacher centre. One of the teachers that I found only gave the reading text to the students. Students learned some kind of English however, the teacher only asked students to learn by transleted some diffiult words on the texr. From this method not all students are doing well eventhough only some of them doing well, this is not enough to measure how understand students toward the lesson. Another case, the teacher gives some exercises to students and the lesson will be done by the quiz. I also observed similar phenomena which I found in SMP Negeri 1 Getasan. This school has also similar teaching method with SMP Negeri 1 Banyubiru. The teacher method in teaching kind of English text is not really efficient to students. Unluckily, students do not really acquire the lesson well.

This case was interested my attention how to improve the current teaching method, especially at SMP Negeri 1 Getasan. In that case, I am interested in applying 'Project Based Learning' to teach report text for students. According to Stauffacher (2006: 255), PBL method is "learning by listening to learning by doing". Which means when students are learning report text by themselves. In this method, students will go further in digging their understanding to acquire report text through experiences which are contained in PBL The reason of report text, because of that time the topic lesson will be a focus on report text. Hopeful by applying Project Based Learning, can help improving students in learning English text or report text.

Hence, doing a research about that problem and applicate PBL for students is important. Hopefully, by this study students will learn Report text and could found their own understanding about this kind of text. The research question which I will ask the students is, 'What are students perceptions about learning Report Text using PBL'? It's research question which will be the mainly focus to the finding of this study. The aim of this research is to applicate PBL through Poster in learning Report text. By PBL, students not only receive the materials but also they create an own way to find a new concept in acquiring the knowledge about Report text. Its product not constantly happens but through some process and collaborative group work will also help.

In this study, I decided to do a research in SMP N 1 Getasan even though my teaching practicum in SMP N 1 Banyubiru. However, this school has the similar context to SMP N 1 Banyubiru. Afterward, the day after finishing teaching practicum I also did an observation I in SMP N 1 Getasan.

II. REVIEW OF LITERATURE

2.1 Project Based Learning

According Thomas (2000), ‘‘Project-based learning (PBL) is a model that organizes learning around projects’’. This statement also being supported that ,’’Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge’’, (BIE, 2014a). This teaching method is really challenging to students gaining the knowledge which is done by their activities. In Thomas (2000) , giving further definitions of how the characteristics which are applied on. according to him :

‘‘ PBL is Complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations’’.

It means that there are some processes in teaching-learning which will be done in PBL. The other basic criterion which being supported by Thomas (2000).

The lesson which has been completed using Project Based Learning also being supported by Udall & Mednick (1996), ‘‘PBL is a description of projects in the PBL literature, Expeditionary Learning classrooms differ from other Project-Based Learning classrooms in conceptual as well as structural ways’’

Furthermore, PBL also related ‘‘to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation’’ ,Jeff (2012). Besides, PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge’.

2.2 Advantages of using PBL

According to the Walpert (2012), ‘‘Through Project Based Learning could build the creativity in learning’’. This creativity is also related to metacognition and social factors which have a strong influence on Project Based Learning , Gijsselaers (1996). This statement means that it is not only educational learning but also social learning.

Besides, the advantages of using PBL is also dedicated ‘‘to improving 21st-century teaching and learning throughout the world by creating and disseminating products, practices, and knowledge for effective project-based learning’’, Mergendoller(2014).

Thus PBL suggested ‘to facilitates the application of knowledge and attitudes to the fast changing real-world contexts of the 21st century’, cited in Amanda.(2014). The skills which be produced from PBL are; ‘‘skills of thinking, skills of working, skills for working and skills for living in the world’’, Amanda (2014).

The other opportunities on PBL are deal with the students learn to work with others and respect the opinions and needs of others in their groups. In this modern day and age, students are already using technology for everything, Cook (2013). Hence It is related to the ‘‘essential things for students to see if the candidates are capable of communicating with other members of the team and if they have the soft skills required’’, Gianeloes (2016). To summarize, PBL has a strong proven record of promoting student engagement, Grant (2000).

2.3 Disadvantages of using PBL

The disadvantages of using PBL is students to focus only on their projects, neglecting, therefore, the rest of the courses in current semester ,Gianeslo (2016). This statement also being supported by Karapatsias (2016) stated that , ‘‘PBL is further stressed if we take into consideration the whole structure of the higher education system in the middle school’’. This process of PBL also led the Teacher to change other aspects of the methodology several times including the format of students reports to meet his observations of the students’ performance and respond to their feedback’ Rebeiro (2011). Furthermore, this statement also supported by Kalfa (2016), ‘‘ students considered the allocation of different project topics by the teacher’. In order to secure the transparency of the process, the teacher needs to suggest a different topic per student or per team. This means that not every student in the class is learning the same thing. While this might be considered as a positive attribute when obtaining a degree, Psychon (2000).

2.4 Report Text

In Junior High School students will be given some kinds of text such as; Descriptive, Narrative, Recount, Notice, Announcement, Procedure, and Report. Report text is also known as informational report’, Steven (2014). This definition also deal with According to Standart Kompetensi Lulusan (2015), Report text is included on the list of SKL which is used. It is decided by Anies Baswedan as a (Mendikbud) Menteri Pendidikan Kebudayaan which is stated on 13 Curriculum. This kind of text also being one of text which is given for junior high school, especially on grade ninth.

This kind of text is given to junior high school students. Its Text has a very important role in the teaching of English in particular in Junior High Schools. Indeed Competency Standards in 2004 have set three kinds of Competency Standards for each grade for each school year that contains the ability to

communicate orally and in writing in various forms of discourse cited in Mulyasa (2006). Report text is also one of text which is demanded the ability how to use language. This is as a means of communication need to be studied in a way to know the meaning of competence and competency performance, Chomsky (1965).

2.5 Poster as a Project

Poster is one of a media or a tool to applied PBL, Markham, (2011). This study used poster as a product from Project Based Learning. Through poster, students will create their own creativity with their group works. They will decide the specific topic and answered some deeper questions. They will decide by their own creativity to created this ability on the topic lesson which is determined by the teacher. They will collaborate their arguments and gathered information to a new product, through Poster they will do gallery walk in the class. Each group will explain their product and some will listen and asked some questions.

2.6 The Study

The Qualitative method was applied in this study. The reason to apply this method is the possibility to get richer data from the participants. I would conduct the interview for all the students of 9a. This studied aimed about the student's perception of learning report text by using PBL. This studied was conducted in SMP N 1 Getasan where located in Jalan Raya Salatiga-Kopeng. In this school, there are 18 classes which contain 6 classes for grade 7, 6 classes for grade 8, and 6 classes for grade 9. I planned to conduct on grade nine only. The reasons, because of report text is only given in that grade. In SMP N 1 Getasan, English is taught twice for each week. The reason for choosing this school because this school has a similar context in teaching-learning to SMP N 1 Banyubiru. Hence, the case which happened in class also same with SMP N 1 Banyubiru. In both of these school also has already applied K.13 Curriculum for teaching learning processes. The background of the school and the teaching-learning processes also same with SMP N 1 Banyubiru.

2.7 Participants

The participants are taken from the grade nine students. 9a is a class which I have chosen to become the participants of this study. According to my observation which is conducted on Friday, December 2, 2016. This chosen class was more active than other classes and also has a better responsibility to the lesson. The class consiststed of 36 students. I planned to divide students into 6 groups. In This studied is not only observing the students perspective about PBL, but it took real project for students to practice it. Then, questioners will be given to all students. Then interview will be conducted for each student from a representative group member.

2.8 Instrument Data Collections

The data collection instruments in this studied will be used open-ended questioners and Structure-Interview. This instrument that used is to make an easier arrangement of the data collection. The participants also easy to see how far their progress in this study. Hence, it also is supported by Griffiee (2012) Observation is the act of watching something and recording the results in a way that produces data that can be analyzed and interpreted. The process and the result from students doing PBL are the things which I will to observed. In this study, I plan to teach and give students instructions in doing PBL. I plan to use a video recorder, handphone, camera digital. Afterward, trough an interview, students could share their perspective, feelings about PBL. It also supported by Griffiee (2005), ‘‘which Interview means usually one-to-one face-to-face meetings in which the data-gatherer asks questions to someone being interviewed. From this statement, the data will produce richer and richer. One person representative each group became a participant’’.

2.9 Data Collection Procedures

Before I collected the data, first I asked permission to The Headmaster and English teacher. Second , I would make a lesson plan and teach a student with a topic ‘Report text’. Third, I would teach report by using PBL in this class. Forth , I would raise the main topic in this project. Sixth , I would let students make a group consisted of 6 students and make discussion then students consulted their idea to me. Seventh , I gave them time (several days) to make its project through poster and present it through the poster. For the data interview collections, I gave open-ended questioners to all students. Thus, I made an appointment with some target interviews participant to do an interview. The interview will be recorded by using an audio recorder to record the interview.

2.10 Data Analysis

This Data was analyzed by using the Qualitative methodology, since the data collection from open-ended questioners and interviews. To analyze the questioner's data, I initially read the answers. Second, I transcribed some the interviews’ data. I read it and classified into some perspective or the students answered. Third, classified the student’s perception one by one and make it as transcriptions. From this data transcribed could be connected and explained how Project Based Learning influenced their learning in Report text. Since the data will also be analyzed for the findings, The use of Project Based Learning in Learning Report text.

III. Finding and Discussion

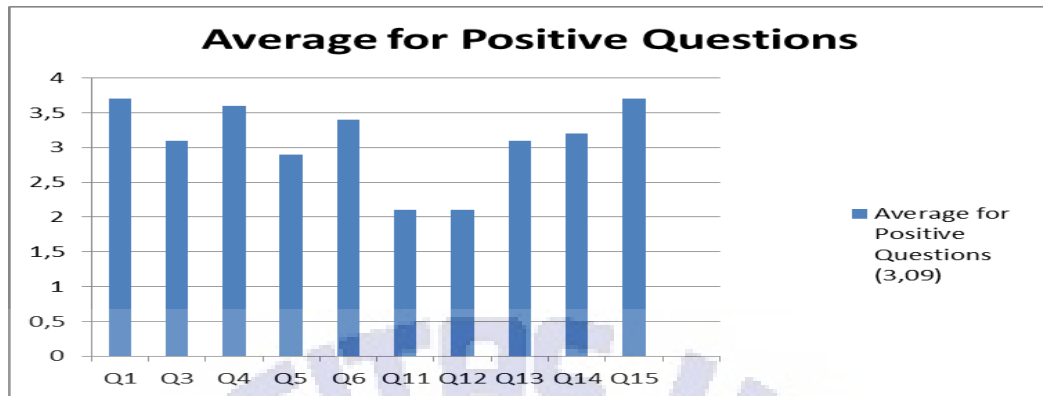
This chapter will discuss the result from the questionnaire and interview data. The findings are examined to answer the research questions of the study which is ‘‘What is the students’ perception of Project Based Learning in report text?’’. The discussion divided into two maintains that are the overall questionnaire result and the overall of interview result.

3.1 Overall Questionnaire Result

3.1.1 Positive questions

No	Statement
Q1	Learning report text by making poster is fun activity for students
Q3	Learning report text by making poster could help students to understand the report text with other text easily
Q4	Group discussion is a fun way to learn report text
Q5	Feel capable of understanding the content in the report text created in the form of a poster
Q6	Group discussions are a fun way to get information about the report text
Q11	Nice to learn report text with a brief explanation in class
Q12	Nice to learn text report using package book
Q13	Nice to make a poster to learn the text of the report
Q14	Being able to learn the structure of the report text through the project make a poster
Q15	Creating a poster is fun because it can learn a variety of information that is different from the other group's friends

Figure 1. the average for positive questions

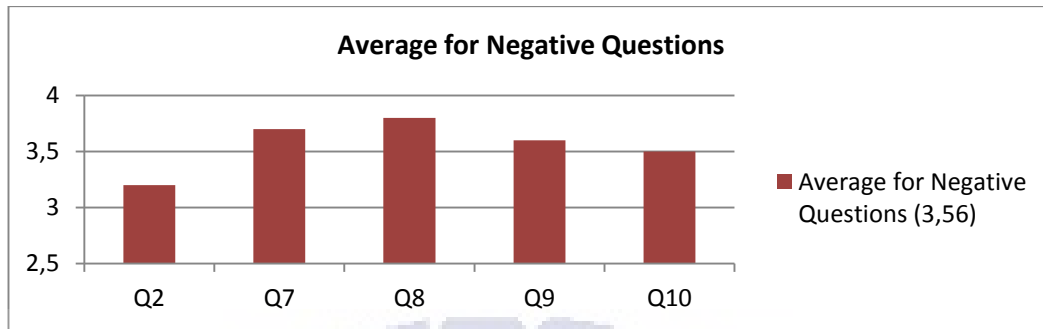


As seen in Figure 1, that the total average of the positive questions are 3,09. It means that almost the students in this class agreed to apply the PBL in learning report text since the student's responses toward the positive questions are above 2. In other words, the students supported the use of PBL in learning report text. The students probably realize that the use of PBL is interesting and useful in learning report text. It also supports the finding of the research conducted by Gianelos (2016), ‘‘ PBL advantages, participants stressed the fact that it is an experiential and empirical procedure which helps students to better understand the information they gather’’.

3.1.2 Negative questions

Questions number	Questions
Q2	Difficulty in making posters to learn the text of the report
Q7	Did not understand the instructions in making the poster
Q8	Dislikes to make posters because they are throw away and take up a lot of time
Q9	Creating a poster as a medium to learn the text of the report is very troublesome
Q10	Did not understand anything even having made a poster in studying the text of the report

Figure 2. the average for negative questions



The Figure 2 above described the average of the negative questions. Figure 2 shows that there were different scores achieved for each question. The result reveals that the average from Q2, Q7, Q8, Q9, Q10 respectively are 3.2, 3.5, 3.6, 3.7 and 3.8. Therefore the overall average of that negative questions is 3.56. It means that the students almost completely disagree toward each negative questions. Based on that students' responses toward the negative questions, it can be assumed that the students enjoyed the use of PBL in learning report text.

3.1.3 Positive Questions

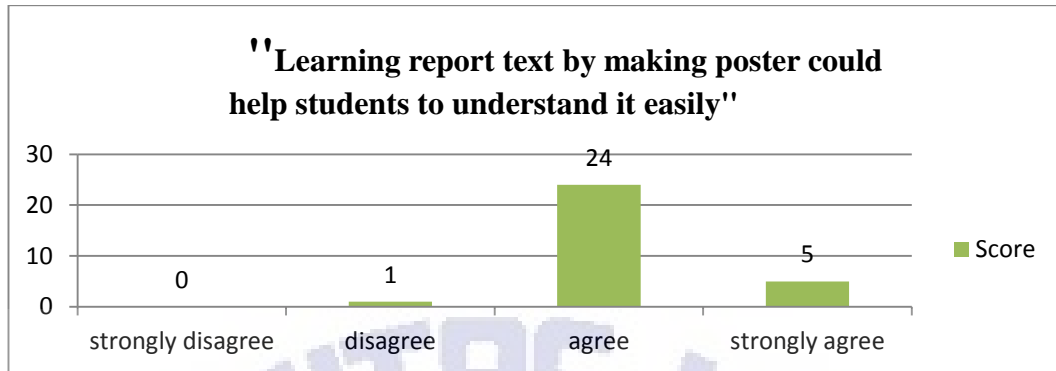
There are ten positive questions in this study. In positive questions, there are some different categories. Category number 1 means completely disagree. Number 2 means disagree, number 3 means quite agree, and number 4 means completely agree.

Figure 3



Based on Figure 3, there were no students responded choose the score number 1 and 2 which means that there were no students disagree with the positive question number 1. 30 students agreed that learning report by making poster is fun for the students. For number 4, there are 20 students completely agree toward this statement. A whole score, It can be seen that more than half of the class are giving support toward question number 1. More than half students in this class completely agree and 10 students in this class agree. The total score for the question number 1 is 3.7 which means approximately completely agree if learning report text by making poster is such a fun activity for students.

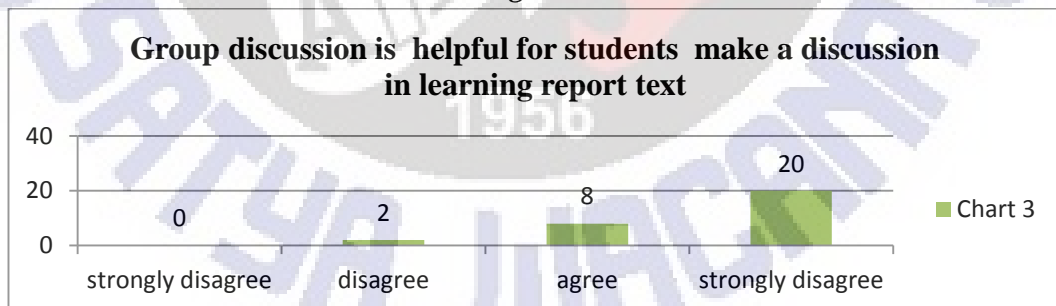
Figure 4



Based on Figure 4 has statement *‘mempelajari teks report dengan cara membuat posetr dapat mebantu siswa memahaminya dengan mudah’*. The data shows there were 2 students disagreed toward a statement of Figure 4. The possibility might be they did not really enjoy if learning report text through making a poster. However, the majority data shows that the average for this statement is agreed. The average result got from 24 students agree and 4 students choose strongly agree. It also can be concluded that almost all students in this class agree to make poster could help them easy to understand the report text. The possibility of this statement that students feel enjoy while making a poster to learn report text. This reason also being supported by a student’s perception toward this method. One representative of group member said :

‘learning report text by making poster is interesting because I can understand this kind of text as well’. (Afif/translated by the researcher).

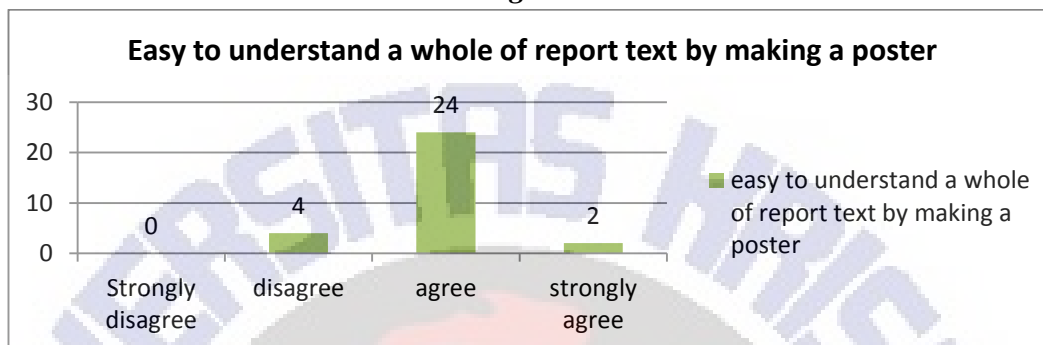
Figure 5



According to Figure 5 has a statement, *saya merasa lebih nyaman ketika mempelajari teks report denga berdiskusi bersama kelompok’*. From that Figure, there were 20 students strongly agree toward the statement in this figure. This result shows that it is the highest score achieved from all categories. Twenty students from 30 students strongly agree to learn report text with group discussion. Hence, the data shows 8 students agreed toward this statement on figure 5. Both from two different responses below they are included average on strongly agree. The majority result from this data that students strongly agree learning report text through group

discussion. The possibility that students could help each other in discussing the report text and it was beneficial for them. This majority result also being supported by Bilqin (2015) stated, 'The main of PBL is to help students to take their responsibility for their own learning and encourage the to work with others collaboratively'.

Figure 6



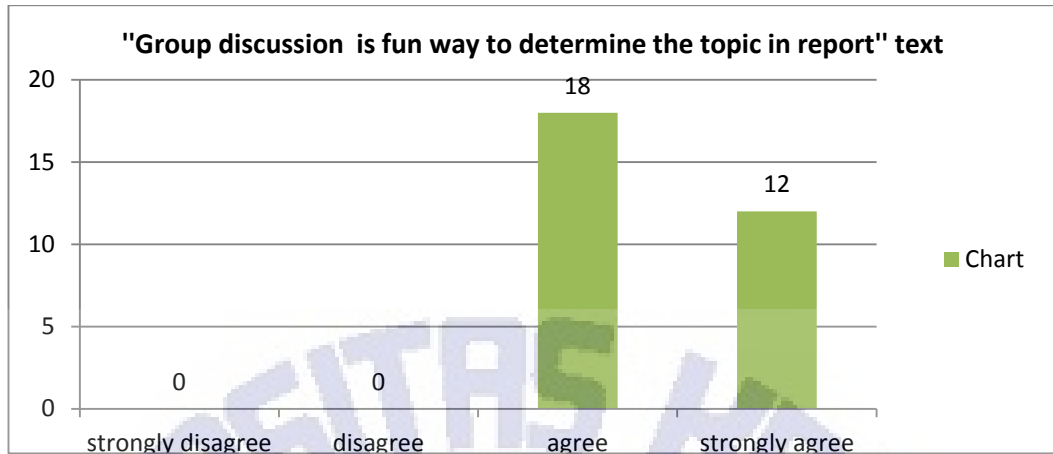
Based on Figure 6, the majority of the 26 students agreed on the statement, *“mudah mempelajari teks report secara keseluruhan dengan cara membuat poster”*. The possibility that students might enjoy the processes in making poster which made them easy to understand this text. From the Figure 6. However, there were 4 students disagreed toward this statement. They might not enjoy making a poster to learn report text. In spite of that, most of the students in this class agreed that making poster enables them to understand the report text more easily. The interview result also supported this idea.

Excerpt 1

“Learning report text by making poster is such interesting way to do because it makes me more easily understand in report text and also increase my motivation to learn English. (Marwati/translated by researcher)

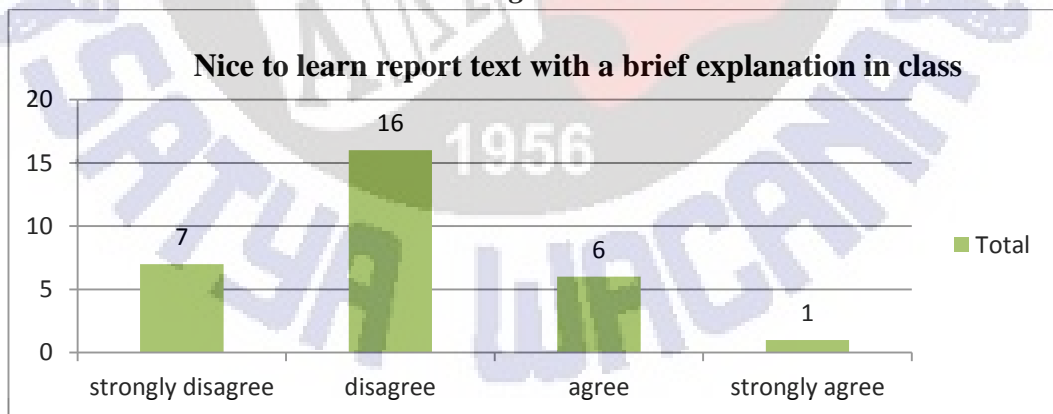
Looking at the finding above it can be stated that making poster makes the students easier to understand the report text. Therefore, it will be better for the teachers to utilize poster in teaching report text.

Figure 7



Regarding Figure 7, all of the students responded that they are agreed toward the statement *”melalui diskusi kelompok, saya senang menentukan topik dalam teks report yang dibuat bersama”*. It can be seen that 18 students agreed and 12 students strongly disagreed toward group discussion. Through discussion, they could share their ideas to determine the topic. Besides, they also could think widely to find the topic and make a deal with other members. Through discussion, they can determine the topic before making the poster. This major result also supported by Dooly (2008) who stated that *” PBL affords ‘social learning’ eg(group construction, collaboration, etc) (p.28.)”*. Based on that result, the students probably can share their ideas and determine the topic together while they have a discussion.

Figure 8



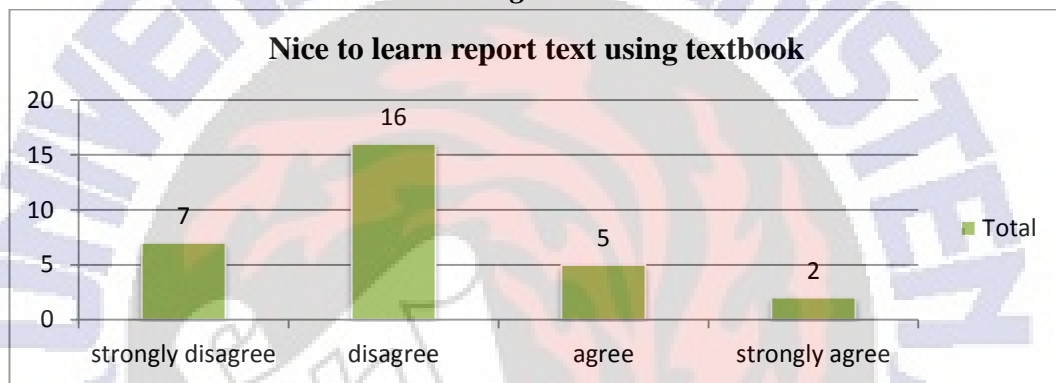
According to the Figure 8 which has statement, *”Saya lebih senang belajar teks report cukup dengan penjelasan singkat di kelas”*. From Figure 8, the majority score shows that most of the students in this class disagree toward that statement. The possibility students bored when learning report text only brief explanation from the teacher because teaching is not about transmitting the lesson but implying

theoretical knowledge of teaching. Its statement is supported by Dooley (2008) stated :

“ language teaching is more than transmitting information about the target language and organizing activities for its practice, implying that language teacher training requires more than knowledge about the language and theoretical knowledge of teaching”.

On the other hand, there were 6 students agree and students strongly agree toward learning report only brief explanation in class. The possibility they might be a simple way of learning report text. In contrast, most of the students in this class enjoy learning report text by making a poster.

Figure 9

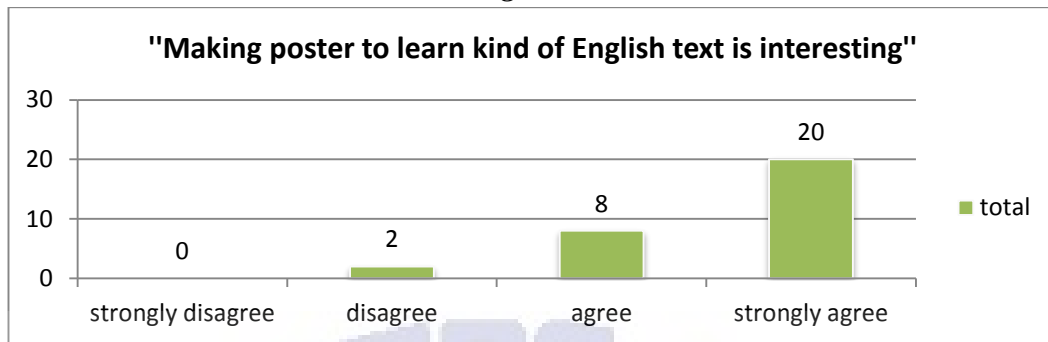


Regarding the Figure 9 which has a statement, ‘*saya lebih senang belajar teks report menggunakan buku paket*’, the data shows that the majority students disagreed toward learning report text using a textbook. From this result can be seen that there were 7 students strongly disagree and 16 students disagree if learning report text using a textbook. The possibility that students felt like remembering the lesson achieved so that they feel bored toward this method. This possibility also being supported by a representative of students who stated,

‘*I think PBL is helpful for students because they are not only learning by remembering but through practices and experiences*’. (Eka/translated by researcher)

On the other hand, there are 6 students agreed and students disagree toward the statement on Figure 9. The possibility, they prefer simple way like using the textbook to learn report text. However, most of the students in this class disagree if learning report text only using a textbook.

Figure 10

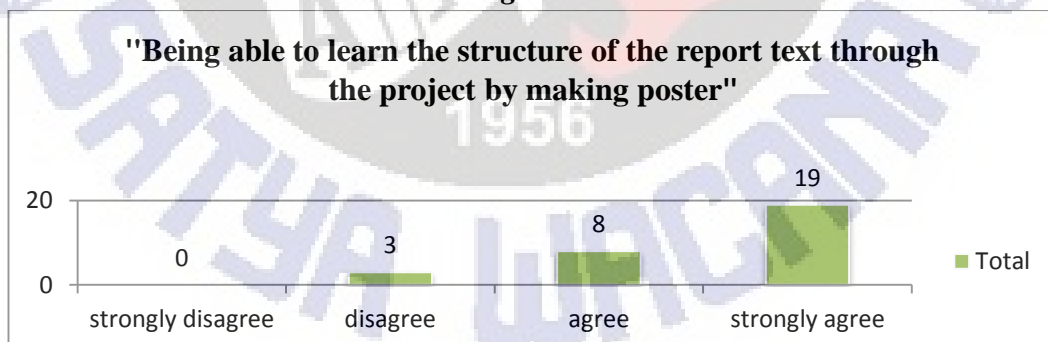


Based on Figure 10 which has a statement, *''saya senang mempelajari teks dalam bahasa Inggris''*, the data shows that the majority of students strongly agree. It can be seen from the Figure 10, there were 9 students agree and 20 students strongly agree toward making a poster to learn kind of English text. The students mean that they enjoyed the process in making poster also it was an effective way to learn report text. One representative student said:

''learning report text by making poster is interesting beacuse I can understand more learning by myself or learning by doing through making poster''. (Diva/translated by researcher)

Based on her statement, she enjoyed the process learning by doing in poster project. However, there were 2 students disagreed that making a poster in interesting. They might be doing not need poster project to learn report text. In conclusion, almost all of students in this class enjoyed learning report text through poster project.

Figure 11

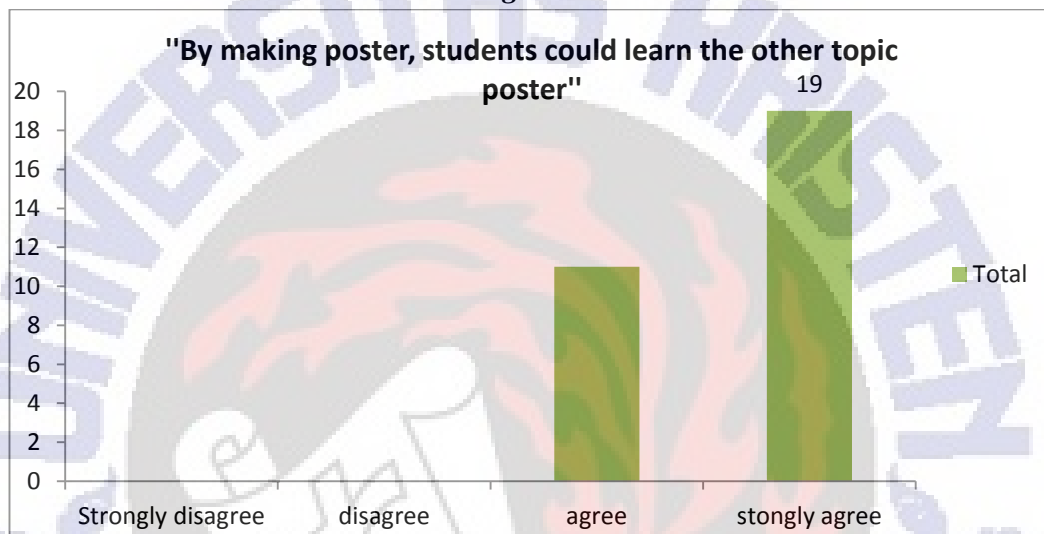


Regarding the figure 11 has a statement that, *''saya mampu memahami Struktur Teks report untuk mempelajari teks dalam bahasa Inggris''*. The majority of the result from Figure 11 strongly agrees. It can be seen that there were 8 students agreed and 19 students strongly agree toward that statement. The possibility that students really could understand the part of report text easily. It also supported by the representative of students that said, ''

“learning report text by making poster is interesting because I can understand the characteristic easily.” (Andre/translated by researcher)

Hence, the other of 3 students disagreed that making poster could make them easily understand the part of report text. It also means that might be they were still confused to learn report text even though learning through making a poster. However, the conclusion from this Figure that most of the students in this class prefer strongly agree if making poster can help them to understand the structure on report text.

Figure 12



Based on Figure 12 has a statement, *“membuat poster itu menyenangkan karena saya bisa mempelajari berbagai macam teks report yang dibuat oleh kelompok lain”*. From that Figure shows that all of the students in this class supported the statement on Figure 12. It can be seen that there were 11 students agree and 19 students strongly agree toward making poster could help them to learn the other kind of report topic. Thus, there are no students against the statement on Figure 12. In conclusion, all of the students in this class agree toward this statement it probably they really got new things from the other group.

3.1.4 Negative results

There are 5 unsupported questions in this study. The questions are focus about the other possibility in learning report text by making Poster. the meaning number score below is different with supported questions. Number 1 means completely disagree, number 2 means quite disagree, number 3 means agree and number 4 means completely agree.

Figure 13

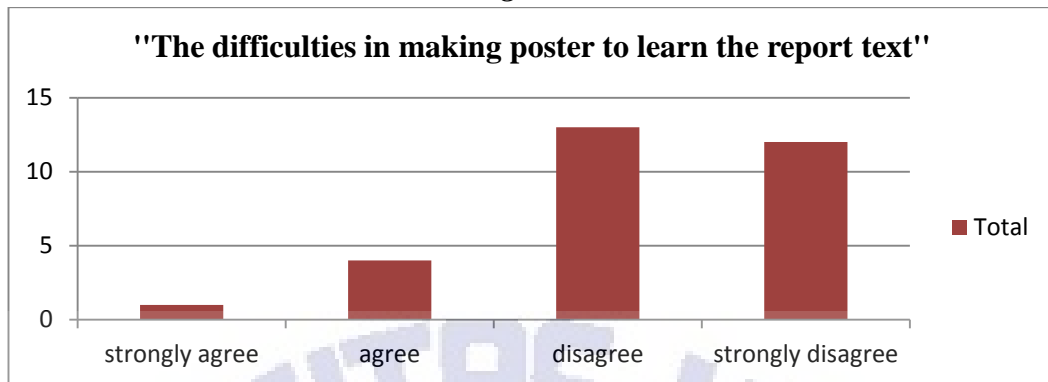
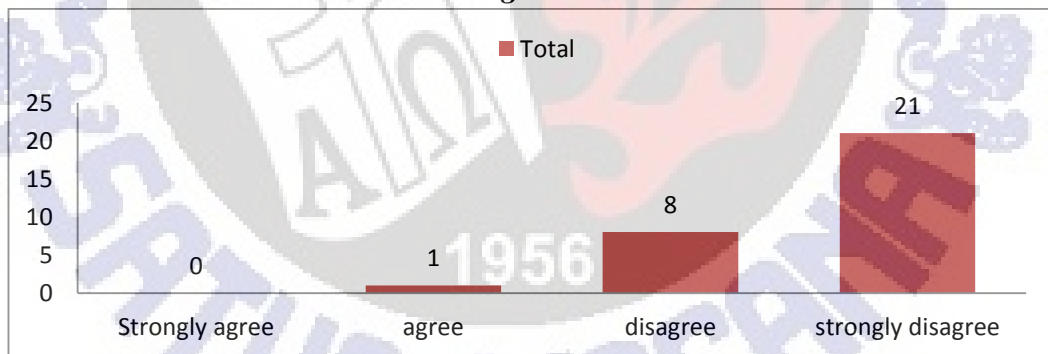


Figure 13 has a statement, '*saya merasa kesulitan membuat poster untuk mempelajari teks report*'. From the statement in Figure 13, the majority result shows that most of the students did not support this statement. From that figure, there were 12 students disagree and 13 students strongly disagree. The possibility that students enjoy and easy learning report text through making a poster. Besides, there were 4 students agree and students strongly agree to the statement on Figure 13. The possibility that they were really hard to make a poster in learning report text. Another possibility that these several students might need a simple way to learn report text than through making a poster. In conclusion, most of the students in this class disagree about the difficulties in making a poster to learn report text.

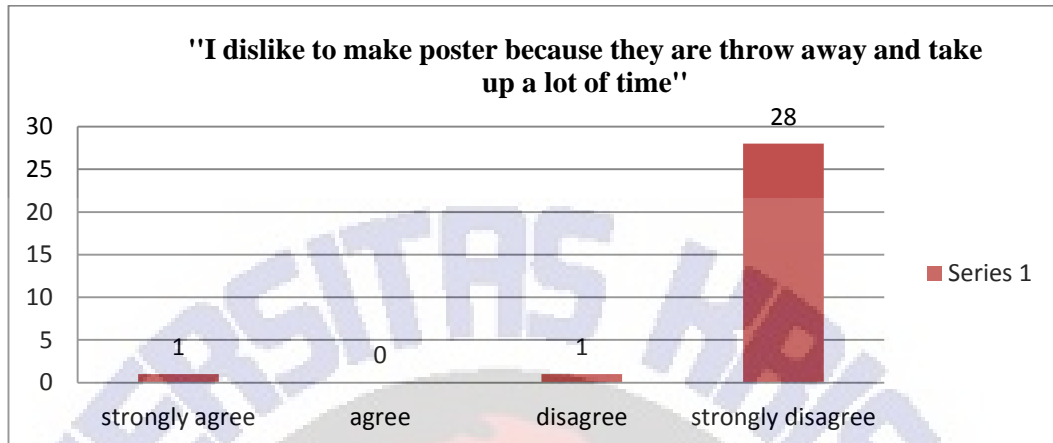
Figure 14



Regarding Figure 14 which has a statement, '*saya tidak memahami instruksi membuat teks report dalam bentuk poster*', the majority data shows that 21 students strongly disagree and 8 students disagree toward that statement. From this result concluded that almost all of students in the class completely disagree with that statement. The possibility the students might understand the instruction to make a poster in learning report text. It also there's no misunderstanding to follow that instruction. The other sides, only a student in this class prefer to agree toward the statement on this Figure 15. This student might be found misunderstood toward the instruction that might found the difficulties to follow the instruction in making report text. However, almost all the students in this class easy to follow the instruction in making a poster, except a student only. This result also being

supported by a representative student which state, “There’s no difficulty in making a poster because all of the group members are working together.

Figure 15

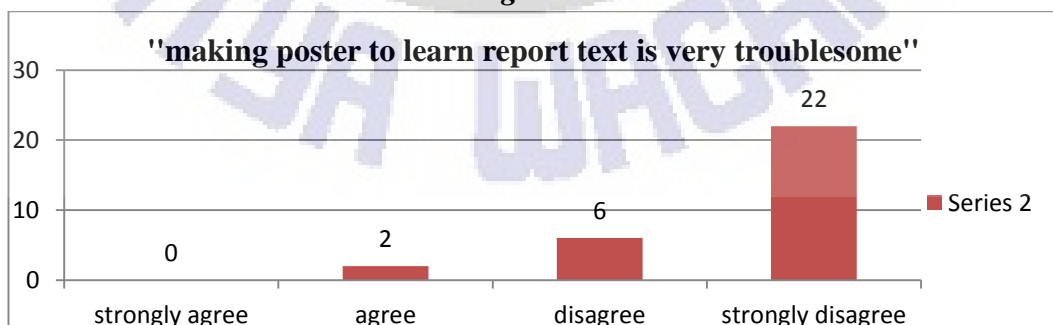


Regarding Figure 15 which has a statement, “*saya tidak suka membuat poster karena menyita waktu dan sia-sia*”, the data shows that most of 28 students strongly disagreed and a student disagreed if making poster project is useful to learn report text. Probably they really enjoyed learning report text through poster project. This reason can be proven like the Figure 3 that students responses enjoyed making a poster to learn report text. On the other hand there was a students strongly agreed toward poster project spent a lot of time. One of representative student said,

“*It’s helpful for students to become more active but spent a lot of time and more than one meeting teaching learning*”. (Elisa/transleted by the researcher)

However, the majority result that students agree making poster project in learning report text even though spend much more time.

Figure 16



Based on Figure 16 which has statement, “*membuat poster itu sangat menyusahkan*”, shows the data that 22 students strongly disagreed and 6 students disagreed if making poster is very troublesome in learning report text. The major result present that almost all the students in this class strongly disagreed toward the

statement on Figure 16. Yet, the 2 others students agreed if poster project is very troublesome. This statement supported by the fact which stated by Elisa.

‘‘It’s helpful for students to become more active but spent a lot of time and more than one meeting teaching learning’’. (Elisa/translated by the researcher)

Based on the information above, the problem is about limited time not about the poster. However, they are on grade ninth so that the limited time caused by the preparation for national examination. Even though there was a little problem but poster project enables to the students in this class in learning report text.

Figure 17



Based on Figure 17 which has a statement, *‘‘saya tidak memahami sama sekali tentang teks report meskipun telah membuat poster project’’*, shows the data that 9 students disagreed and 19 students strongly disagreed with the statement in Figure 17. Based on this result, students really understand learning report text by making a poster. This result could also be compared with another benefit that students got through poster project. One representative group stated that;

‘‘I can understand easier learning report text through poster project than formal explanation from teacher’’. (Andre/translated by the researcher)

Based on his statement, probably almost students in this class agreed with him. However, there were 2 students agreed that they did not understand report text even though had made a poster project. In conclusion, PBL enables to apply for students in this class caused almost of them agreed to learn report through poster project.

3.2 Overall Interview result

In this point, there will be a discussion of interview result. There is five question in interview question and six participants for each representative of a group member. Some of them gave the perception related to those question. Basically, these interview questions are related how far Project Based Learning method help students in learning report text. Some expert below will show their opinion and will be discussed with the related theory.

3.2.1 Question 1

(How do you feel about learning a text report by making a poster? And give the reason!)

Excerpt 1

"Learning report text by making poster is interesting because I can understand more learning by myself or learn by doing through making poster".

(Diva/Butterfly's group/Cats)

Excerpt 2

"Learning report text by making poster is interesting because 'I don't need memorizing the lesson besides learning by doing like making a poster can automatically acquire the learning processes experiences'.

Excerpt 3

"Learning report text by making poster is such interesting way to do'because it makes me more easily to understand the text and increase my motivation to learn English

According to the question 1, Diva and Eka informed that making poster is an interesting way for students. Diva stated which she could get much understanding while learning by doing. Her statement also is strengthened with the concept of PBL like according to Stauffacher (2006: 255) PBL method is "learning by listening to learning by doing". Hence, Eka stated that through PBL she got the learning process experiences. That learning process experience which makes her enjoy that method. The moreover opinion came from Marwati that PBL could increase her motivation to learn English. It's motivation connected from the learning process experiences in doing PBL or making a poster.

3.2.2 Question 2

What are their difficulties in finding information, can be explained!

Excerpt 4

"there is no difficulty to find information related to reporting topic. 'our topic is a cat, it is not hard to find this information. Just click on the internet and the information come up as so as"

(Diva/transleted by the researcher)

Excerpt 5

"there's no difficulty to find the information because I foud it on blog and also the book".

(Afif/transleted by the researcher)

Excerpt 6

“ I have no difficulties in making a poster. My group got the information from the internet and own experiences. There is a reg Leak in my hometown and it is easy for us to get the information ”

(Andre/transleted by the researcher)

From the result of question number 2, some representative stated that there are no difficulties to find the information related to their own topic. Basically, they found the information through the internet and some of them found it from experiences and book. All of the students gained the information through the internet because this way is an easy way to do.

3.2.3 Question 3

Do you find difficulty in making a poster?

Excerpt 7

“There’s no difficulty in making a poster because all of the group members are working together”.

(Elisa/translated by researcher)

Excerpt 8

“I have a difficulty in making poster’. firstly, some of the group members did not work together well but at the end, they want to help each other to finish this poster’.

(Eka/ translated by researcher)

Based on the question number 3, the majority result stated that there’s no serious difficulty in making a poster.

3.2.4 Question 4

How does the process of determining topics to the end of making a poster? Can be explained!

Excerpt 9

“at the first time determine the topic there was a different suggestion among of us. However, we choose one and all member agree that topic’

(Afif/translated by researcher)

Excerpt 10

'at the first time I choose 'Kebudayaan Indonesia' but all my group members disagree then they suggested Holi. I wonder what hole is it? then I agree to use that topic''.

(Marwati/translated by researcher)

Based on the result, Both Afif and Marwati stated there was a different opinion among group member. They mention their topic in group discussion and discussed to make a deal. There was no conflict in determining the topic. The majority result, students can exchange their ideas in group discussion although, the different opinion came during the discussion. However, they could make a deal and determine a topic for their own group member. This majority result also supported by Bilqin (2015) who stated, 'The main of PBL is to help students to take their responsibility for their own learning and encourage the to work with others collaboratively. Through group discussion, they could share their ideas and discuss it until making a deal.

3.2.5 Question 5.

Does learning text report with PBL-based help? Give the reason?

Excerpt 11

'it's helpful method for students because they can differentiate between report text and other text''.

(Diva/ translated by researcher)

Excerpt 12

'It's method is helpful for students because they are not only learning by remembering but through practices and experiences''.

(Eks/translated by researcher)

Excerpt 13

It's helpful for students to become more active but spent a lot of time and more than one meeting teaching learning.

(Elisa/translated by researcher)

Based on the Question 5, the representative of group member stated that using poster project to learn report text is helpful for students. It can be seen from their responses in a questionnaire which always agree to answer the positive question in this study. Their statement supported by Stauffacher (2006: 255) PBL method is "learning by listening to learning by doing. Through doing or making poster project this method available for students to learn report text.

IV. CONCLUSION AND RECOMENDATION

This study aims to explore the student's perception toward Project Based Learning in learning report text at SMP N 1 Getasan. The study categorized into two criteria of the questionnaire. The first one is positive and the second one is negative. The study reveals that they positively agree toward the use of poster as project-based learning in learning report text.

The study reveals that making poster could help the students to develop or understand the content of report text easily. Thus, it enables them to differentiate the report text one another. Moreover, they enjoyed learning report text in the group since they can exchange ideas with another member of the group. Besides, the students found that poster project makes them understand the part in report text. Thus, the students prefer to utilize poster project in learning report text rather than using a textbook. Hence, they students enjoyed making a poster because they could learn another kind of report topic through another group. Besides, students enjoyed learning report text by making poster than brief explanation from a teacher in the class. Through the interview, students Therefore it will be better for the teachers to apply poster project in learning report text since it is beneficial for the students.

This study is limited for some parts even though this study gives some findings. The result of the study can not be generalized for all the English material because it is only examined the report text materials. Therefore for further study, it is better to investigate the use of poster project for other English material so that it will be more detail and reliable.

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APPENDIX 1

Kuesioner

Penggunaan Project Based Learning dalam mempelajari Teks Report

Kepada siswa-siswi, SMP N 1 Getasan

Saya Elsa ,Saat ini sedang dalam proses penelitian ‘Thesis’ di Fakultas Bahasa dan Seni, UKSW, Universitas Kristen Satya Wacana. Kuisisioner ini dibuat dengan tujuan untuk membantu menyelesaikan Thesis ini tentang pendapat siswa-siswi kelasn 9a terhadap penggunaan Project Based Learning dalam mempelajari teks report. Saya akan sangat berterima kasih sekali jika teman-teman mau mengisi data kuesioner ini dimana kami pikir kuesioner ini dapat memberi pemikiran lebih lanjut terhadap guru mata pelajaran Bahasa Inggris di kelas. Terima kasih.

Lengkapi kuisisioner berikut dengan memberi tanda centang (✓) pada kolom sesuai dengan pendapat anda.

TS= Tidak Setuju

S= Setuju

KS= Kurang Setuju

SS= SangatSetuju

No.	Pernyataan	TS	KS	S	SS
1.	Menurut saya pembelajaran Teks Report dengan cara membuat poster itu menyenangkan.				
2.	Saya merasa kesulitan membuat poster untuk mempelajari teks report.				
3.	Melalui metode pembelajaran ini, saya lebih mudah membedakan teks report dengan teks lainnya.				
4.	Saya merasa lebih nyaman ketika mempelajari teks report dengan berdiskusi bersama kelompok.				
5.	Saya mampu memahami isi keseluruhan dalam teks report yang kami buat dalam bentuk poster.				
6.	Melalui diskusi kelompok, saya senang mencari informasi yang saya suka sebagai topik teks report yang telah kita buat dalam bentuk poster.				
7.	Saya tidak memahami sama sekali perintah dalam membuat poster dalam teks report.				
8.	Saya tidak suka membuat poster karena sangat menyita waktu dan sia-sia.				
9.	Menurut saya membuat poster untuk belajar teks report sangatlah Merepotkan.				
10.	Saya tetap tidak memahami apa itu teks report, meskipun telah mempelajarinya dengan membuat poster.				

11.	Saya lebih senang belajar teks report cukup dengan penjelasan singkat di kelas, seperti bacaan beserta Latihan soalnya.				
12.	Saya lebih senang belajar teks report menggunakan buku paket.				
13.	Saya lebih senang membuat teks poster untuk mempelajari teks dalam Bahasa Inggris				
14.	Saya mampu memahami struktur teks report melalui poster yang telah kita buat.				
15.	Membuat poster itu menyenangkan, karena saya bisa mempelajari berbagai macam teks report yang dibuat melalui poster oleh teman kelompok yang lain,				

Jika ada komentar, kritik atau saran , bisa di tuliskan di bawah sini ☺ :

Nama : _____

Kelompok : _____

Judul poster : _____

Jika data yang di dapat masih kurang, bersediakah anda meluangkan waktu untuk dapat saya interview lebih jauh tentang topic seperti diatas? (YA/ TIDAK)

Jika bersedia, nomor handphone yang bisa dihubungi _____ .

Terima Kasih ☺

APPENDIX 2

No	Intrview Questions
1	How do you feel about learning a text report by making a poster? And give the reason!
2	What are the difficulties in finding information, can be explained!
3	Do you find difficulty in making a poster? explain your reason!
4	How does the process of determining topics to the end of making a poster? Can be explained!
5	Does learning text report with PBL-based help? Give the reason?